

LSC Use Only
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Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 143 Health and Wellness
Suggested 20 Character Course Title: Health/Wellness
Department: Health and Physical Education Department
Contact Person: Elaine Blair, Bill Blacksmith, Jim Mill

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

John L. Clark
Department Curriculum Committee

James H. Mill
Department Chairperson

Muri M. Moore-Armstrong
College Curriculum Committee

Harold C. Wingard
College Dean *

Charles D. Carlisle
Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog:

to UWUCC: _____

HP 143
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I. CATALOG DESCRIPTION

HP 143 Health and Wellness

3 credits
3 lectures
0 lab

(3 c - 0 l - 3 sh)

This course is designed to provide an overview of personal health and wellness. Emphasis will be given to the major components of a healthy lifestyle and reduction of major risk factors for chronic degenerative diseases. Topical areas will include, but are not limited to, exercise and fitness, nutrition, smoking, alcohol, substance use and abuse, stress management, emotional wellness, sexuality and sexually transmitted diseases. In addition, the student will be guided in the development of individualized wellness planning.

1. Definition of fitness
 2. Components of fitness
 - a. Cardiovascular function
 - b. Cardiovascular health
 - c. Strength
 - d. Flexibility
- B. Theoretical Concepts of Cardiovascular Activities**
1. Heart rate and blood pressure
 - a. Heart rate (resting)
 - b. Heart rate (exertion)
 - c. blood pressure
 2. Cardiovascular fitness
 - a. Submaximal VO₂ test
 - b. Intensity, duration, frequency of exercise
 - c. Large muscle activity - aerobic exercise
 - d. Pre and post testing
 - e. Compliance
 - 1.) Psychology of exercise
 - 2.) Social aspects ("fun")
 3. Training programs which emphasize fitness principles
 - a. Swimming
 - b. Jogging
 - c. Aerobics
 - d. Bicycling
 - e. Walking exercises
 4. Strength and muscular endurance training principles
 - a. Concepts of lifting/weight training
 - b. Biomechanics
 - c. Goals
 - d. Safety
 - e. Warm-up/down
 - f. Progression
 - g. Remedial exercises
 5. Flexibility
 - a. How to stretch
 - b. Types of stretches
 - c. Stretches to avoid
- C. Benefits of Exercise/Activities**
1. Cardiovascular/pulmonary
 2. Increased metabolic rate
 3. Physical enhancement

4. Psychological effects

D. Suggested Integrated Learning Activities

1. Aerobic capacity
 - a. walking
 - b. run/walk
2. Flexibility
3. Strength
4. Heart rate and blood pressure learning activity

E. Suggested Learning Experiences

1. Complete a personal health risk appraisal.
2. Evaluate the combination of a variety of physical activities for cardiovascular fitness. Describe the components of exercise that are most effective in promoting cardiovascular fitness.
3. Identify the variety and necessary duration of exercises that promote cardiovascular fitness.
4. Investigate the effects of a sedentary lifestyle and a lifestyle of moderately vigorous exercise on health status.
5. Measure and evaluate the pulse rate before, during and after exercise.
6. Implement a personalized physical fitness program.
7. Define muscular flexibility, muscular strength, muscular endurance, aerobic and anaerobic exercises. Give examples and demonstrate exercises for developing each.
8. Write a character sketch of your life at age 65, including life style factors.
9. Conduct an assessment of personal family history to identify inherited risk factors.

UNIT 2

Stress/Emotional Wellness (9 classes)

A. Concept of Stress

1. Definitions and theories of stress

2. Psychosomatic model: effects of stress and distress
3. Physiology of stress
 - a. Nervous system pathway
 - b. Endocrine system pathway
4. Stress management
 - a. Identification of stressors
 - b. Strategies for managing stress
 - 1.) Meditation
 - 2.) Imagery training
 - 3.) Autogenic training
 - 4.) Progressive muscle relaxation
 - 5.) Exercise
 - 6.) Environmental engineering
 - 7.) Medical intervention
 - c. Maladaptive coping strategies
 - 1.) Alcohol/substance abuse
 - 2.) Denial
 - 3.) Illness/disease

B. Mental and Emotional Health/Wellness

1. Promotion of mental and emotional wellness
 - a. Enhancement of self-esteem
 - b. Effective communication skills
 - 1.) Characteristics of effective communication
 - 2.) Recognizing and breaking down barriers to communication
 - 3.) Active listening
 - c. Decision making and problem solving
 - d. Emotional needs
 - e. Personal values
 - f. Interpersonal Relationships
 - g. Conflict resolution
 - h. Support systems and professional resources
2. Issues of death and dying
 - a. Definitions of death
 - b. Stages of death and dying
 - 1.) Denial
 - 2.) Anger
 - 3.) Bargaining
 - 4.) Depression
 - 5.) Acceptance
 - c. Grief
 - 1.) Stages of grief
 - 2.) Abnormal grief
 - 3.) Grief resolution
 - 4.) What to do for the bereaved

C. Suggested Integrated Learning Activities

1. Stress and personality scales/assessments
 - a. State/trait anxiety inventory
 - b. Internal/external locus of control
 - c. Type A, Type B personality
 - d. Burn out inventories
 - e. Personal stress diary
 - f. Beck Depression Inventory
2. Practical sessions
 - a. Progressive relaxation
 - b. Imagery training
 - c. Time management
 - d. Meditation
 - e. Cognitive restructuring
 - f. Social engineering
 - g. Biofeedback
 - h. Exercise
 - i. Other

D. Suggested Learning Experiences

1. Practice elicitation of the relaxation response through various relaxation techniques.
2. Complete and inventory of stressful situations commonly experienced by college students.
3. Construct and implement a personal stress-management program using exercise, nutrition, relaxation techniques, adequate sleep, assertiveness techniques, etc.
4. Identify problem-solving techniques and decision making skills; apply to a hypothetical stressful situation.
5. For the emotions of fear, shyness, anger, embarrassment, list situations that lead to the emotion and methods for effectively coping with the emotion.
6. Rate elements of your environment that have a positive or negative effect on your physical, emotional, social, intellectual, and spiritual health.
7. Practice effective communication skills in hypothetical interpersonal situations through role playing.

UNIT 3

Nutrition and Weight Control (7 classes)

- A. Individual Dietary Analysis
- B. Nutritional Issues
 - 1. Dietary guidelines
 - 2. Consumer education
 - a. Information vs. misinformation
 - b. Additives/preservatives
 - c. FDA
 - d. Labeling process
- C. Nutritional Guidelines for Healthy People
 - 1. Selection of foods
 - a. Energy utilization and measurements (calories, energy units)
 - b. Food groups/varieties
 - c. Food choices
 - 1.) Appetite
 - 2.) Peer influence
 - 3.) Habit
 - 4.) Cultural patterns
 - 2. Nutrients
 - a. Carbohydrates
 - b. Proteins
 - c. Fats
 - d. Vitamins
 - e. Minerals
 - f. Water
 - g. Dietary supplements
 - 3. Maintaining a desirable weight
 - a. Terminology associated with weight control
 - b. Theories of weight loss/weight control
 - c. Summary of body composition
 - d. Distinction among fats (saturated, unsaturated, polyunsaturated, cholesterol...)
 - e. Eating food with adequate starch and fiber
 - f. Proper use of sugar and sugar substitutes
 - g. Sodium and salt
 - 4. Special gender related concerns
 - a. Osteoporosis
 - b. Pregnancy
 - c. Amenorrhea
 - d. Anorexia and bulimia
 - 5. Dietary abuse
 - a. Dietary supplements

- b. Diuretics
- c. Laxatives
- d. Steroids

- 6. Health concerns and nutrition
 - a. Dietary precautions
 - b. Hypertension
 - c. Diabetes
 - d. Cardiovascular disease
 - e. Cancer

D. Suggested Integrated Learning Activities

- 1. Computerized dietary analysis (pre-evaluation)
- 2. Estimation of daily caloric needs
- 3. Establishment of goals for weight management
- 4. Measurement of body composition and fat deposition
- 5. Behavior modification for weight management

E. Suggested Learning Experiences

- 1. Evaluate one's own personal diet in relation to factors suspected of promoting or retarding the following: heart disease, high blood pressure, cancer, obesity and diabetes.
- 2. Complete a computerized assessment of one's diet evaluating nutritional adequacy. Develop and implement a remedial plan if necessary.
- 3. Evaluate the risks associated with fad diets.
- 4. Analyze a list of nutritional myths.
- 5. Construct a list of common foods high in cholesterol and/or fat which are consumed regularly in the American diet.
- 6. Contract for a specific period to eat a low cholesterol/fat and low salt/high fiber diet.
- 7. Contract for a specific period of time to eliminate from the diet specific foods which are of low nutritional value.
- 8. Evaluate the psychological, physical and social problems associated with obesity.
- 9. Evaluate effects of media, advertising and food labeling upon consumer food choice.

UNIT 4

Alcohol-Drug/Substance Abuse (7 classes)

- A. Concept of Drug Abuse and Drug Use
 - 1. Defining drug use and abuse in the past and present
 - a. Individual behaviors
 - b. Social and cultural patterns
 - 2. Categories of abused drugs
 - a. Tobacco
 - b. Alcohol
 - c. Illicit drugs
 - d. Over the counter drugs
 - e. Prescription drugs
 - 3. Substance abuse problems in the U.S.
 - a. Legal
 - b. Illegal
- B. Drugs and Their Effects on the Human Body
 - 1. How drugs are metabolized in the body
 - 2. Understanding the concepts of tolerance and psychological and physiological dependence.
 - 3. Theories of dependent drug use
 - a. Biological and environmental influences
 - b. Psychological influences
- C. Alcohol
 - 1. Physiological effects of alcohol
 - a. Metabolism
 - b. Blood Alcohol Concentration (BAC)
 - c. Fetal Alcohol Syndrome (FAS)
 - d. Genetic influences
 - 2. Psychological effects
 - a. Set and setting
 - b. Expectations
 - 3. Drinking and driving
 - a. Social situations/interpersonal communications
 - b. Alternatives
 - c. Legal consequences
 - 4. Drinking behavior on college campuses
 - a. Personal considerations
 - b. Social implications
 - c. Liability and responsibility

5. Alcohol use and abuse within families
 6. Alcoholism
- D. Tobacco
1. Smoking tobacco
 - a. single most important preventable cause of disability and death in America
 - b. Social, political and economic factors influencing smoking patterns
 - c. Legislation of behavior vs. personal choice
 2. Smokeless tobacco
- E. Other Drugs
1. Illicit drugs
 - a. Cocaine
 - b. Marijuana
 - c. Opiates
 - d. Psychedelics
 - e. Others
 2. Cocaine and health
 - a. "Coke" explosion
 - b. Derivation of cocaine
 - c. Physiological and psychological effects
 - d. Dangers of cocaine
 - e. "Crack"
 - f. Addiction and tolerance to cocaine
 3. Marijuana and health
 - a. Derivation of marijuana
 - b. Physiological and psychological effects (brain effects/reproductive effects)
 - c. Marijuana and the law
 4. Opiates and health
 - a. Derivation of opiates
 - b. Physiological and psychological effects
 - c. Designer drugs
 5. Psychedelic and other specific drugs
 - a. What constitutes a psychedelic drug?
 - b. LSD as a hallucinogen
 - c. Deliriant - PCP
 - d. Stimulants - Amphetamines
 - e. Depressants - Barbiturates
 6. Drug taking and stress
 - a. Interpersonal problems
 - b. Social problems

F. Dealing with Drug and Alcohol Abuse - Building Positive Self-Esteem

1. Self-esteem
 - a. Uniqueness
 - b. Role models
 - c. Power
 - d. Connectedness
2. Building positive models
3. Happiness/sense of humor
4. Life change options

G. Suggested Learning Experiences

1. Classify examples of using drugs as healthy use, misuse, and abuse.
2. Analyze "getting high" in terms of physical, psychological and cultures aspects. Brainstorm other activities that give one a "high" besides drug ingestion.
3. Classify drugs by the way they alter functioning of the body.
4. Investigate risks of drinking alcohol/smoking during pregnancy.
5. Analyze the relationship between alcohol and drug abuse patterns and fitness, nutrition and stress management behaviors.
6. Examine the effects of an individual's drinking and drug-taking behavior on friends and family members. Discuss personal responsibilities one has when confronted with an intoxicated friend or parent.
7. Conduct peer and self appraisal regarding the enjoyment potential of a chemical-free party.
8. Conduct controlled blood alcohol content experiments to demonstrate effects upon reaction time, perception, driving ability, etc.
9. Invite a pharmacist or a representative from the local March of Dimes Organization to discuss Fetal Alcohol Syndrome (FAS).
10. Investigate the effects of media and advertising on smoking patterns within the United States.

11. Identify social/cultural indicators that illustrate the decline of social acceptability of smoking behavior.

UNIT 5

Sexuality/Sexually Transmitted Diseases (7 classes)

- A. Concept of Sexual Wellness
- B. Sexual Maturity
 1. Psychological
 - a. Openness about sexuality
 - b. Intimacy
 - c. Communication skills
 - d. Self-concept
 2. Physiological
 - a. Female reproductive system and functions
 - b. Male reproductive system and functions
 3. Sexual Response Cycle
 4. Contraception
 5. Pregnancy and Childbirth
 - a. Pregnancy tests
 - b. Genetic counseling
 - c. Stages of pregnancy and delivery
 - d. Alternative methods of delivery
 - e. Pre and post natal care
 - f. Surrogate motherhood
 - g. Parenting
- C. Sexual Violence/Rape
 1. Types of rape
 - a. Power
 - b. Anger
 - c. Sadistic
 2. Social rape situations
 - a. Statutory rape
 - b. Date/acquaintance rape
 - c. Spousal rape
- D. Sexually Transmitted and Related Diseases
 1. Aids/Hiv
 2. Syphilis

3. Chlamydia
4. Gonorrhoea
5. Human Papilloma Virus
6. Others

E. Social Issues in Sexuality

F. Suggested Learning Experiences

1. Update cognitive information regarding prevention characteristics, symptomology, diagnosis, and treatment of the various STD conditions.
2. Research social perspectives and disease management of STD's throughout history.
3. Conduct self and peer appraisal regarding attitudes and readiness toward seeking treatment for STD'S.
4. Analyze the impact of historical evolution of social attitude regarding sexuality and incidence, prevalence, reporting, social policy, and management of STD cases.
5. Invite a professional from a local community organization who deals with problems of sexual assault/violence.
6. Conduct a self assessment and analysis of personal behaviors and potential risk for contracting STD.
7. Discuss political and social influences which have affected the progress and development of AIDS research and treatment.

IV. EVALUATION METHODS

Examinations

There will be four (4) tests in HP 143, Health and Wellness. Each test will be specific to the lectures, textbook and required readings and discussions that have been assigned for that particular unit.

Required activity experiences in the areas of stress management, physical fitness and nutrition will be assigned during the course. Also, a required writing and supplemental reading assignment will be made during the semester based upon selected health topic areas.

It is suggested that the writing exercise be based on:

- a. Personal introspection as a result of completing the learning activities or experiences
- b. Assigned health-related topics
- c. Analysis of book-length reading assignment

Suggested Grade Requirements - HP 143

Written Tests.....	60%
Learning Experiences.....	20%
Writing Experiences.....	10%
Assigned Outside Reading.....	10%

V. REQUIRED TEXTBOOKS

Required Textbook may be chosen from the following:

Anspaugh, David J., Hamrick, Michael, H., Rosato, Frank D., (1991). Concepts and Applications - Wellness, St. Louis, MO: Mosby Year Book, Inc.

Hales, Dianne, (1989). An Invitation to Health. Fourth edition. Redwood City, CA: Benjamin Cummings Publishing Company.

Insel, Paul M. and Roth, Walton T. (1991). Core concepts in health, Sixth edition. Mountain View, California: Mayfield Publishing Co.

VI. SUGGESTED BOOK LENGTH READING

Ardell, Donald (1982). Fourteen days to a wellness lifestyle. Mill Valley, CA: Whatever Publishing.

Barsky, A. (1988). Worried sick: Our troubled quest for wellness. Boston, MA: Little Brown and Company.

Cooper, Kenneth H. MD, MPH (1988). Dr. Kenneth Cooper's preventative medicine program - controlling cholesterol New York, NY: Bantam Books.

Farquhar, John M.D. (1987). The American way of life need not be hazardous to your health. Revised edition. Menlo, CA: Addison Wesley Publishing Co.

Ferguson, James M. (1988). Habits not diets: The secret to lifetime weight control. Palo Alto, CA.: Bull Publishing.

Gold, Mark S. (1988). The fact about drugs and alcohol. New York, NY: Bantam Books.

- Harris, Jonathan (1987). Drugged athletes: The crisis in American sports. New York, NY: Four Winds Press.
- Kuntzleman, Charles T. (1988). Healthy kids for life. New York, NY: Simon and Schuster, Inc.
- Montoye, H.J. Christian Nagle, and S. Levin (1988). Living fit. Menlo Park, CA: Benjamin Cummings Publishing Co.
- Ornstein, Robert and Sobel, David (1987). The healing brain. New York, NY: Simon and Shuster, Inc.
- Shilts, R. (1989). And the band played on: Politics, people, and the Aids epidemic. New York, NY: St. Martins Press.

VII. BIBLIOGRAPHY

- Agras, S. W. (1987). Eating disorders: Management of obesity, bulimia, and anorexia nervosa. New York, New York: Pergamon Press.
- Carroll, C. R. (1989). Drugs in modern society. Dubuque, Iowa: William C. Brown Publishers.
- Centers for Disease Control (1989). Mortality weekly report. 38 (40): 685-686.
- Cooper, K. (1982). The aerobics program for total well-being. New York, New York: Bantam.
- Dusek, D.E., & Girdano, D.A. (1987). Drugs: A factual account. New York, New York: Random House.
- Dusek, Dorothy (1987). Weight management the fitness way, exercise, nutrition, stress control and emotional readiness. Boston, Massachusetts: Jones, Bartlet Publishers.
- Gong, V., & Rudnick, N. (1986). Understanding AIDS: A comprehensive guide. New Brunswick, New Jersey: Rutgers University Press.
- Greenberg, J.S. (1987). Comprehensive stress management. Dubuque, Iowa: William C. Brown Publishers.
- Hoeger, Werner, K. (1988). Principles and laboratories for physical fitness and wellness. Englewood, California: Morton Press.
- Masters, W.H. Johnson, V.E. & Kolodny, R.C. (1988). Human sexuality. Glenview, Illinois: Scott Foresman and Company.

- McGlynn, G. (1987). Dynamics of fitness: A practical approach. Dubuque, Iowa: William C. Brown Publishers.
- Perlmutter, M, & Hall E. (1985). Adult development and aging. New York, New York: John Wiley and Sons, Inc.
- Prentice, W,E., & Bucher, C.A. (1988). Fitness for college and life. St. Louis, Missouri: Mirror/Mosby College Publishing.
- Rosato, F. (1982). Jogging for health and fitness. Englewood, Colorado: Morton Publishing Company.
- Seyle, H. (1974). Stress without distress. New York, New York: J. B. Lippincott.
- Thygerson, Alton (1987). Fitness and health: Lifestyle strategies. Boston, Massachusetts: Jones and Bartlett Publishers.
- Travis, John W. Ryan R.S. (1985). Wellness workbook. Berkley, California: Ten Speed Press.
- Tubesing, Nancy L. Tubesing D.A. (1986). Structured exercises in stress management. Duluth, Minnesota: Whole Person Press.
- U.S. Surgeon General. (1989). Reducing the health consequences of smoking. Bethesda, Md.: U.S. Department of Health and Human Services.
- Ward, D.A. (1983). Alcoholism: Introduction to theory and treatment. Dubuque, Iowa: Hunt Publishing Company.
- Wiess, L., Katzman, M., & Wolchik, S. (1985). Treating bulimia: A psychoeducational approach. New York, New York: Pergamon Press.
- Whitney, E.N., & Hamilton, E.V.N. (1987). Understanding nutrition. St. Paul, Minnesota: West Publishing Company.
- Williams, M. H. (1985). Lifetime physical fitness: A personal choice. Dubuque, Iowa: Wm. C. Brown Publishers.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1. This course HP 143 meets the requirements for a core course in the Health and Wellness knowledge area of Liberal Studies courses. The course is a combination of HP 140 and HP 141 and is to be taught as a 3 credit course rather than segmented into two 1.5 courses.
- A2. The addition of this course will not change the content of any courses offered in the Department of Health and Physical Education.
- A3. This course will be taught as primarily a lecture course, interspersed with integrated learning activities and experiences.
- A4. This course, structured as a 3 credit course, has not been taught before at IUP. However, the content included in the course is the same as that of HP 140 and HP 141, previously taught the academic year, 1989-90.
- A5. This course is not intended as a dual level course.
- A6. This course is not to be taken for variable credit.
- A7. Similar courses in Health and Wellness, Personal Health and Fitness are offered at the following universities as part of the Liberal Studies as General Education Program:

East Stroudsburg University

HP 220 Personal Health - 3 credits

This course deals with the identification of individual capability and responsibility for the development of attitudes and patterns of health behavior leading to a full and satisfying life. Accepted for general education.

Frostburg University

0837.100 - Personalized Health Fitness - 3 credits

This course is designed to introduce basic physical fitness components through a laboratory setting. It will provide the student with the opportunity of assessing his/her personal fitness levels. A lecture period will provide health/fitness concepts that may be applied on a daily basis. There will be two labs and one lecture per week.

Slippery Rock University

AHEA 101 - Personal Health - 3 credits

Addresses concerns pertaining to college living and lifelong health. Emphasizes wellness with its emotional, physical, and social components.

A8. This course is not required by a professional society or accrediting authority.

B. INTERDISCIPLINARY IMPLICATIONS

B1. This course will be taught by one instructor. However, team-teaching is a consideration that can be explored in the future.

B2. No additional or corollary courses are needed for this course.

B3. This course is similar to the course, FN 143 taught in the Food and Nutrition Department. The FN course contains a stronger nutrition component and was initially designed to meet the Health and Wellness requirements of Health and Physical Education majors. In each situation, courses were developed with input from both faculties.

B4. Seats in this course will be available to students in the School of Continuing Education.

C. IMPLEMENTATION

C1. Resources

a. No new faculty are needed to teach this course

b. Current space allocations are adequate

c. The HPE Department owns the necessary equipment at this time.

d. The department budget is sufficient at this time. However, as new laboratories are developed and additional assessment techniques explored, it may be necessary to seek additional funding sources.

e. The library holdings are adequate both in the Stapleton Library and the Resource Room in Zink Hall.

f. Travel funds are not needed

C2. No grant funds are associated with this course.

- C3. This course will be offered each semester and each summer session.
- C4. Approximately 20 sections of this course will be offered each semester.
- C5. Approximately 40 students will be accommodated in each section.
- C6. No professional society limits enrollment size.
- C7. This course will not be a curriculum requirement.

D. MISCELLANEOUS

No additional information is necessary

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The course is intended to assist you in developing your course to meet the University's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone 357-5715.

Do not use this form for technical, professional or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

- A. For which category(ies) are you proposing the course? List all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

- B. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for current General Education course, thus allowing it to meet any remaining General Education needs?

No

If so, which General Education course(s)?

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

Indicate by number all that apply, specify whether the goal is primary or secondary, and include an explanation for each.

All Liberal Studies courses must contribute to at least one of these goals: most will meet more than one. As you identify them by number, please indicate whether you consider them to be primary or secondary goals of the course and include an explanation for each. (For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals but it might also enhance inquiry skills or literacy or library skills.) Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals: our work is supported and enhanced by that of our colleagues teaching other courses.

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making and other aspects of the critical process.
2. Literacy — writing, reading, speaking, listening
3. Understanding numerical data
4. Historical consciousness
5. Scientific inquiry
6. Values (ethical mode of thinking or application of ethical perception)
7. Aesthetic mode of thinking

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Certain Collateral Skills:

1. Use of the library
2. Use of computing technology

ADDITION TO PART II, SECTIONS A THROUGH D
LIBERAL STUDIES COURSE APPROVAL FORM

- A1. Primary: HP 143 is designed, through the lecture content of the course, to emphasize inquiry and synthesis, as a result of students analyzing and evaluating their own healthy lifestyle. The activity aspect of the course emphasizes the practical application of wellness concepts, thus enabling students to make informative decisions to apply to a daily lifestyle.
- A2. Primary: Literacy is emphasized in all aspects of the course. Students are accountable for textbook/assigned readings and lecture information. In addition, writing is moderately emphasized through a research paper on lifestyle choice issues relevant to the students learning experience.
- A5. Secondary: While the criteria may not be directly addressed, opportunities are presented for the student to implement basic scientific principles in specific topic included in the course. Principles learned will be utilized in the learning activities segment of the course with application to body composition, Cooper Run, walk test, blood pressure, fitness and dietary evaluations
- A6. Primary: Beneficial experiences which encourage ethical decisions regarding the students lifestyle and that of others, are presented in both the lecture and activity part of the course. Values selection is evidenced in such topics as: exercise, nutrition, diet and weight control, stress management, substance abuse, and sexuality.
- B. Primary: Health and wellness is a most contemporary dynamic issue and thus is continually being studied in the light of current research and change. The main focus of the course is for students to understand, develop and utilize positive wellness skills for the lifespan.
- C. Primary: The course affords the student the opportunity to continue to develop and mature in their understanding of the human body as applied to the wellness topics defined in the syllabus.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please answer these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please explain how it will.

- C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks or manuals). Your attached syllabus must make explicit that the course meets this criterion.

(The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

PART III SECTION A THROUGH D LIBERAL STUDIES APPROVAL FORM

- A. The Wellness Committee of the department has completed the attached syllabus which will be given to each faculty member involved in teaching the course to serve as a guideline for their course development process. It is strongly urged that each instructor require the committee recommended textbook. It has also been requested that faculty share copies of their individually prepared syllabus and laboratory guides. A certain degree of uniformity is requested since a coordinated effort of the instructors is necessary for logistical reasons. The health and wellness co-ordinator will call periodic meetings with faculty to discuss and evaluate the course.
- B. The design of the course addresses the health and wellness factors for both males and females as well as for the traditional-age and older college student. Special consideration will be given to emphasize the fact that males and females are at times different in their reaction to exercise, nutrition and stress. Issues addressing their differences are included in the syllabus and concern both the physiological and psychological aspects. Ethnic concerns will also be addressed such as the high incidence of hypertension among black males. This and other types of examples will be used throughout the course.
- C. This information is included in the syllabus under "Supplemental Resource and Evaluation Methods"
- D. The core course in the Health and Wellness knowledge area of Liberal Studies is an introductory course covering wide variety of issues related to the promotion of a healthy lifestyle. Health and Physical Education majors will not take this course, as they are required to complete the wellness segment of Liberal Studies through the FN 140/141 taught in the department of Food and Nutrition.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six ways will your course contribute? Indicate by number all that apply and include an explanation for each.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking
4. Recognize creativity and engage in creative thinking
5. Continue learning even after the completion of their formal education
6. Recognize relationships between what is being studied and current issues, thoughts, institutions and/or events

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient check-list format. Select the one(s) that apply, mark them appropriately, and include them with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

A copy of this form can be found on electronic mail as well as on floppy disk in the main office of each academic department.

ADDITION TO PART III LIBERAL STUDIES COURSE APPROVAL FORM
STATEMENT 1-6

1. The course content exhibited in the syllabus confronts any number of major health issues of the day. As a result, specific judgments are necessary by both student and instructor and will be addressed in sections dealing with exercise and fitness, nutrition, drugs, alcohol and sexuality. All contain ethical issues which have an effect on a healthy lifestyle.
2. The textbook, assigned readings, and integrated learning activities are intended to meet this criteria. Computer programs, behavioral contracts and assessments such as the Cooper Walk/Run and Rockport Walking test are but examples of experiences made available to students. Through these activities, individuals will have an opportunity to make decisions regarding lifestyle behaviors based on their own personal assessment.
3. The discussion of contemporary issues in Health and Wellness, as well as the structure of the class, should facilitate an exchange of ideas between student and instructor. The class is unique in that students will be involved in lectures and activities in classrooms, gymnasium, weight rooms, as well as the human performance laboratory.
4. While the criteria may not be directly addressed in this course, opportunities will be presented which challenge the student to make the lifestyle adjustments to promote health and wellness.
5. The basis for the course is to encourage lifestyle change, to promote health and reduce risk of disease through control of one's own behavior. The results of the class are for the present and apply to future lifestyle management of the individual.
6. Personal Wellness is a most contemporary subject and thus, is continually being studied in the light of current information. Beneficial experiences will be available in both the lecture and activity segment of the course.

PART IV KNOWLEDGE AREA CRITERIA

1. The approach for this course is based upon the fact that even though most students are firm believers in a positive lifestyle as a means of promoting better health they are not fully aware of how to implement a sound physical fitness and wellness program which will yield the desired results. An overview of exercise and fitness, nutrition, stress, substance abuse and sexuality, including sexually transmitted diseases is presented, emphasizing the relationship of each topic to the wellness theme of the course and how they, as students should take responsibility for control of their personal health habits.
2. The topics and information presented in the syllabi have been written and developed with this objective in mind - with the underlying theme of providing students with the opportunity to initiate their own positive healthy lifestyle program.
3. The method in which this course is presented and the information which is contained in the course should encourage inquiry and a better understanding and usage of the vocabulary associated with health and wellness.
4. The usage of mathematical concepts will be addressed in the laboratory component of the courses when dealing with blood pressure, exercise heart rate, resting heart rate, body composition, alcohol tolerance.

Health Wellness Criteria

The attached syllabus indicates how this course meets the health and wellness criteria.

CHECK LIST — HEALTH AND WELLNESS

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.
- Encourage students to use and enhance, whenever possible, the composition and mathematics skills built in the Skills Area of Liberal Studies.

Health and Wellness Criteria which the course must meet:

- Address the major components relevant to a healthy lifestyle for both men and women. These major components include, but are not limited to, exercise, nutrition, stress, and substance abuse. In this respect, appropriate courses must be multidisciplinary in nature and not specialize in any single area of health and wellness.
- Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- Focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- Identify hereditary, personal and environmental factors that affect health.
- Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- Address health and wellness in a gender-balanced fashion.